Note: When assessing *for* learning it is not necessary to determine growth or quality of learning within a band or level. The intent is for the assessment information to inform **immediate** teaching and learning actions.

Determining student growth within a band/level and identifying quality of learning should take into account the following three dimensions to identify surface to deep knowledge and understandings:

Content: Simple to complex knowledge and understandings i.e. the quality of the student's declarative knowledge (what learners know and understand).

Competence: Low to high level of skills i.e. the quality of the student's procedural knowledge (what learners are able to do).

Context: Simple to complex contexts.

Emerging, solid and comprehensive descriptors are to be used when making judgements about student learning for reporting and monitoring of progress made. On-balance judgements identifying the growth and quality of student learning should be made using multiple samples of evidence of learning. Descriptors for emerging, solid and comprehensive have been classified into the dimensions of content, competence and context.

	Emerging	Solid	Comprehensive
Content	▪ Evidence of learning is inconsistent. ▪ Beginning to demonstrate behaviours for this band/level. ▪ Some evidence of learning of the previous band/level. ▪ Demonstrates an incomplete understanding or has misconceptions about concepts and facts taught.	▪ Consistent demonstrations of learning across a range of multiple samples. ▪ Only evidence of this level. ▪ Demonstrates an accurate understanding of the concepts and facts taught.	▪ Consistent demonstrations of learning - rich in depth, precise in detail and uses knowledge meaningfully. ▪ Some emerging evidence of the next level. ▪ Demonstrates a thorough understanding of the concepts and facts taught.
Competence	▪ Makes errors when performing skills specific to the task or situation.	▪ Demonstrates capacity to perform skills specific to the task or situation, reflecting the curriculum standard without significant error.	▪ Demonstrates proficiency in performing a skill.
Context	▪ Evidence of learning is within simple or limited contexts (even when the assessment design provides opportunity for richer demonstrations of learning).	▪ Evidence of learning is within the context of the teaching program.	▪ Application of learning across a range of contexts, that is beyond routine and practice activities.